

**Pierce County Local Planning Area
Comprehensive Evaluation Plan
April 28, 2006**

The Pierce County Local Planning Area is pleased to submit this plan for how the Comprehensive Evaluation Process will be implemented to serve parents in Pierce County. The plan will be implemented June 1, 2006 and is a coordinated partnership effort to improve the engagement and success of parents in the WorkFirst Program.

Supplements to this plan include the following attachments:

Attachment A	Pierce County Local Planning Area WorkFirst Application and Comprehensive Evaluation Process
Attachment B1	Pierce County Local Planning Area College Comprehensive Evaluation Service Schedule
Attachment B2	Pierce County Local Planning Area ESD Comprehensive Evaluation Schedule for Full Time Parents
Attachment B3	Pierce County Local Planning Area ESD Comprehensive Evaluation Schedule for Part Time Parents
Attachment C	WorkFirst Comprehensive Evaluation Program Criteria and Parent Involvement in Decision Making

Below is information designed to answer specific questions identified in the Plan Direction document.

- 1) The following partners will participate in the Comprehensive Evaluation Process in Pierce County:
 - A) Department of Social and Health Services
 - Pierce South Community Service Office
 - Puyallup Valley Community Service Office
 - Pierce North Community Service Office
 - Lakewood Community Service Office
 - B) Employment Security Department
 - WorkSource Pierce Career Development Center
 - Puyallup Valley WorkFirst Job Services
 - Pierce North WorkFirst Job Services
 - C) Community and Technical Colleges
 - Bates Technical College
 - Clover Park Technical College
 - Pierce College, Fort Steilacoom
 - Pierce College, Puyallup
 - Tacoma Community College

- D) Tacoma Pierce County Employment and Training Consortium
(Community Jobs Provider for Pierce County)
 - E) Community Based Organizations
 - Tacoma Community House
 - Washington Women’s Employment and Education
- 2) Childcare, transportation and Positive Prevention services will be addressed early in the application process. Every effort will be made to ensure the parent has the supports necessary to succeed in completion of the Comprehensive Evaluation. For more details on this topic, see Attachment A—Pierce County Local Planning Area WorkFirst Application and Comprehensive Evaluation Process.
- 3) The Foundation to Comprehensive Evaluation will be conducted in the CSO that serves the parent. All other elements of the Comprehensive Evaluation will be conducted in the following locations:
- * **Pierce South Parents—WorkSource Pierce on Tacoma Avenue**
 - * **Puyallup Valley Parents—Puyallup Valley Community Service Office**
 - * **Lakewood and Pierce North Parents—Pierce North Community Service Office**

Note: The Puyallup Valley and Pierce North Service Delivery sites are temporary locations pending integration of WorkFirst and WorkSource Job Search Services. It is anticipated this will occur within the next 12-16 months. At the time integration occurs, this plan will need to be reviewed and revised to accommodate the service delivery shift.

- 4) The following activities will be conducted one-on-one with each parent:
- Foundation
 - Educational Evaluation, Interpretation of Results and Discussion of Educational Options
 - ESD Labor Market Analysis
 - Employment Plan development

The following activities will be conducted in group sessions:

- CASAS Appraisal
- WorkForce Explorer Work Skills Evaluation

The specific schedule for each element of the Comprehensive Evaluation process is Attachment B. The schedule has been designed to provide adequate availability to ensure customers may complete the Comprehensive Evaluation process within 10 business days in accordance with the standards.

5) Partner Communication and Coordination of Parent and Process Challenges Identified during the Comprehensive Evaluation Process

a) Parent does not attend 1st step of Comprehensive Evaluation (College Evaluation); Parent attends any part of the evaluation process but leaves at break or does not return

- A Roster Spreadsheet will be provided to the partners daily.
- College and ESD Partners will take attendance based on the roster at the beginning of the session. The parents who do not attend will be noted and this list will be provided to the Department of Social and Health Services Community Service Office point person.
- The Department of Social and Health Services Community Service Office Point Person (or WorkFirst Program Specialist or Social Worker if available) will attempt same day phone contact with the customer and will remove them from subsequent activity schedules.
- If phone contact is not made, the good cause process will be started and a pre-sanction letter and appointment will be sent immediately.
- When the customer is ready for return to the Comprehensive Evaluation process, they will be scheduled to begin at the point they left the process. This will avoid duplication of services.

b) Parent is determined unable to complete the evaluation or brings a child.

- Partner indicates parent is not able to complete in the Comprehensive Evaluation tool and fully document the reason the customer is unable to complete in the eJAS notes.
- If on-site at the Community Service Office, the partner will immediately notify the Community Service Office point person for immediate case staffing.
- If the point person is not available or if there is some reason the case staffing cannot take place immediately, the partner will obtain a phone or message number from the parent (to be documented in eJAS Customer Contact note category), and eMessage the Community Service Office Point Person to notify them of the problem. The point person or the WorkFirst Program Specialist or Social Worker will attempt phone contact the same business day to arrange a case staffing appointment. If the parent is not reached by phone, a case staffing appointment letter will be sent out that day.
- The partner will give the parent a success card with the point persons contact information. The parent will be instructed to contact the point person within 1 business day.

c) Parent arrives to sessions late.

Partners will try to accommodate a late parent to the best of their ability. If an accommodation is not possible or will move the parent beyond the end date of the current IRP, the parent will be referred to the CSO Point of Contact (described above) to have evaluation appointments rescheduled and a revised Individual Responsibility Plan created. If the parent is to be rescheduled, they will leave the office with a new IRP in hand that describes the parents' next steps.

d) Parent shows for one piece of the comprehensive evaluation but not the other (example completes college portion, does not show or complete ESD portion)

- Same as item A above

e) Parent calls to Reschedule

If the parent calls a partner, the information about the need for reschedule and a return phone number will be taken and forwarded to the WorkFirst Program Specialist. The WorkFirst Program Specialist or Social Worker will contact the individual to schedule new appointments and update the Individual Responsibility Plan.

6) Problem Solving Process and Customer Flow Challenges

The Partners will meet every Friday from 9:00am to 11:00am for the first month following Comprehensive Evaluation implementation. This meeting will be held to review process and flow for the previous week, identify how parents are being served by the process, identify what is working well and what changes are necessary to improve service delivery and meet program criteria and guidelines. After the first month, continued meeting times and frequency will be re-evaluated.

7) Case Staffings and Partner Involvement in the Post Comprehensive Evaluation IRP Development

On a case by case basis, any partner (this includes College, ESD, CJ, and CBO partners) may participate in Case Staffings. Should a case staffing be desired, the DSHS WorkFirst Program Specialist or WorkFirst Social Worker will be contacted to arrange the event.

If partners are unsure about the correct engagement activity for a parent when making recommendations, they will contact the WorkFirst Program Specialist or Social Worker to be included in the Post CE IRP Development appointment.

All decisions about what engagement activity is determined to be appropriate for a parent will be in accordance with the Program Standards and Guidelines (see Attachment C) and the Partnership goal of identifying a quality path to move the parent into Sustainable Family Independence as quickly as possible.

Service Start Date Gap Challenge

When the Parents pathway indicates schooling that does not start right away, Parents may be engaged in the following activities:

- Programs at Community Based Organizations such as Washington Women's Employment and Education REACH Plus Program
- College packages of preparation classes that won't count towards 1 year of Vocational Education (Life skills, financial planning, budgeting, etc.)
- Family Literacy programs if appropriate
- Partners may refer to the Local Planning Area Reference Tool that is hosted on the Bates Website for available services http://www.bates.ctc.edu/eo/jrtc/files/inventoryof_serviceslist.xls
- ESD WEX programs may be developed to meet this need in the future

8) Serving Parents with Alternate Scheduling Needs/Part Time Employed or Engaged Parents

Department of Social and Health Services WorkFirst Program Specialists or Social Workers will contact the college single point of contact and ESD resource room worker to coordinate and develop an individualized Comprehensive Evaluation schedule to suit the Parents needs. A list of all single points of contact names and phone numbers will be developed and distributed during the LPA training. This list will be reviewed for changes and updated at the regular monthly LPA meeting that takes place the 2nd Tuesday of each month.

9) Returners

Returners are defined as those parents who return to TANF within 6 months of exit. All Returners will be required to complete the Comprehensive Evaluation process.

10) Transition of Existing Caseload through the Comprehensive Evaluation Process

Parents who are currently on TANF, engaged in a WorkFirst activity and progressing in their current plan will not be systematically referred to complete a Comprehensive Evaluation. As parents are referred back, fail to participate or stop progressing, they will be referred to complete a Comprehensive Evaluation prior to determining next appropriate engagement activities.

11) Measuring Comprehensive Evaluation Success

The Partners have agreed that the following information will be used to gauge the success of the Comprehensive Evaluation Implementation in Pierce County:

- a) How many parents receive a Comprehensive Evaluation
- b) How many parents do NOT receive a Comprehensive Evaluation
- c) How long it takes to complete a Comprehensive Evaluation

- d) How long it takes for a Parent to become engaged in WorkFirst activity following completion of the Comprehensive Evaluation
- e) What activities parents are engaged in following completion of the Comprehensive Evaluation
- f) GMAP Measurements
- g) Job Search to Employment
- h) Length of Time in Job Search
- i) Training to Employment

Staff Training and Support

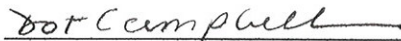
Staff training is critical to the successful implementation of the Comprehensive Evaluation. Staff training is scheduled as follows:

- 1) Statewide Partnership Overview Training: May 1-3, 2006
- 2) Local Area Partnership Training: May 15, 22 & 23, 2006

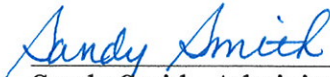
Thank you for the opportunity to present this plan. We look forward to successfully working as Partners to implement our plan and help Parents have better information, better options, and better outcomes. If you should have any questions regarding this plan or would like further information, please contact Carla Reyes at 253-476-7030 or by email at reyescm@dshs.wa.gov.

Pierce County Local Planning Area
Comprehensive Evaluation Plan
April 28, 2006

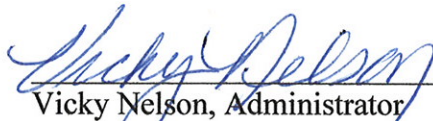
Partnership Signature Page



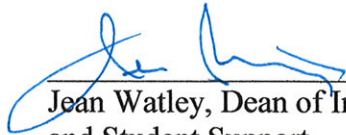
Dot Campbell, Administrator
Region 5 CSD



Sandy Smith, Administrator
Puyallup Valley CSO



Vicky Nelson, Administrator
Lakewood CSO



Jean Watley, Dean of Instruction
and Student Support
Bates Technical College



Susan Cable, Director of
WorkForce Development
Pierce College



Willie Elliott, CJ Administrator
Tacoma-Pierce County Employment
and Training Consortium



Deborah Howell, Director of Programs
Washington Womens Employment and Education

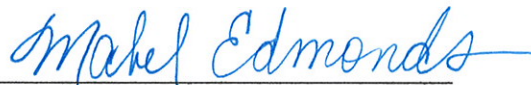
Hilliary Bryan, Administrator
Pierce South CSO



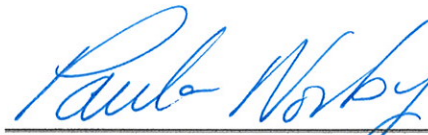
Tom Haines, Administrator
Pierce North CSO



Anthony Wright, WorkSource Area Director
Pierce County



Mabel Edmonds, Director of WorkForce
Development
Clover Park Technical College



Paula Norby, Dean for WorkForce and
Basic Skills Education
Tacoma Community College



Debbie Reck, Education Director
Tacoma Community House

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Partnership Signature Pages

Dot Campbell, Administrator
Region 5 CSD

Hilliary Bryan
Hilliary Bryan, Administrator
Pierce South CSO

Sandy Smith, Administrator
Puyallup Valley CSO

Tom Haines, Administrator
Pierce North CSO

Vicky Nelson, Administrator
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College WorkFirst Director
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Clover Park Technical College

College WorkFirst Director
Pierce College

College WorkFirst Director
Tacoma Community College

CJ Administrator
Tacoma-Pierce County Employment
and Training Consortium

WorkFirst Director
Tacoma Community House

Deborah Howell,
Washington Womens Employment and Education

Pierce County Local Planning Area
WorkFirst Application and Comprehensive Evaluation Process Description
04/25/06

Partnership Message

The Pierce County LPA identified that in order to ensure parents receive the best services throughout the WorkFirst Process, a single goal should be identified and agreed upon by all partners to guide planning and decision making in the Comprehensive Evaluation process. The goal is to identify a quality path to move parents into sustainable family independence as quickly as possible.

Step 1--Parent Submits a TANF Application

At time of application initiation, all potential TANF/DCA parents will be provided information about Child Care assistance available and encouraged to have a child care provider identified when they come for the initial interview appointment.

In many cases parents may submit applications online or drop them off for review without actually being screened face to face by a worker. In such cases the following actions will be taken:

- a) Telephone contact will be attempted to:
 - Review positive prevention alternatives to include UI Benefits, Child Support, Basic Food Assistance, Medical Assistance, Child Care Assistance, Other available resources (SSI, Veterans benefits, etc.) and other available community resources
 - Discuss child care assistance options. The Department of Social and Health Services staff person will encourage the parent to identify a child care provider so that, at the time of the intake/engagement interview, necessary child care payment assistance can be processed and approved.
 - Provide information about the application and engagement process and interview appointment date and time.
- b) An informational flyer will be sent with the appointment letter to follow up the above discussions. It will also be a way to provide the information above to parents who we are unable to contact by phone prior to the intake/engagement interview.

These steps will help parents avoid missing or delaying appointments and benefit approval as well as assist with timely engagement in the Comprehensive Evaluation process and subsequent WorkFirst Engagement activities.

Community Service Office (CSO) staff will review GUIDE on all applications and require customers to apply for Unemployment Insurance (UI). TANF applicants who reported working at least a total of three months in the past 18 months, anywhere in the USA, would be required to file a UI claim and provide the resulting eligibility determination back to the DSHS worker. Each CSO will provide access for applicants to UI application via the following methods:

- * Department of Social and Health Services Staff access to TAXIS/GUIDE
- * Lobby Kiosks to provide computer access for parents to apply directly via Go 2 UI Website
- * Telephone access for parents to apply by phone

Step 2--Parent Benefit Eligibility Determination Process

- a) Department of Social and Health Services Staff will provide alternative assistance that bypasses TANF while assisting the family to remain self-sufficient. This may include:

- Diversion Cash Assistance
- Medical Assistance
- Basic Food Assistance
- Childcare
- Information Pamphlets to Guide Parents to WorkSource Services

If an alternative to TANF is identified and chosen, these parents will go no further in the Comprehensive Evaluation Process.

OR

- b) Department of Social and Health Services Staff will provide Child Only TANF to non needy relatives, in loco parentis caretakers, and SSI parents. These parents will go no further in the Comprehensive Evaluation Process.

OR

- c) Department of Social and Health Services Staff will determine eligibility and, if eligible, issue TANF Cash Assistance, Medical Assistance and/or Basic Food Assistance. These parents will now move on to Step 3.

Step 3--Foundation to Comprehensive Evaluation

Department of Social and Health Services Staff will conduct the Foundation to Comprehensive Evaluation in eJAS. It is intended that all parents who are able will complete a Comprehensive Evaluation so that the Partners can guide the parent in choosing the quality path to move them into sustainable family independence as quickly as possible. Only parents who are determined through the Foundation to be unable to successfully and immediately participate in and complete the Comprehensive Evaluation (in accordance with the WorkFirst Comprehensive Evaluation Program Criteria and Parent Involvement in Decision Making Document—see Attachment C) will be temporarily deferred from the Comprehensive Evaluation. These parents will be immediately referred to a Social Worker for Assessment and barrier management activities.

Definition of Parent Needing Immediate Referral to a Social Worker:

See attached WorkFirst Comprehensive Evaluation Program Criteria and Parent Involvement in Decision Making Document (3/16/2006)—Attachment C

As part of the Foundation, the WorkFirst Program Specialist or WorkFirst Social Worker will follow up on the Childcare Provider information first addressed in Step 1.

Returners

Returners are defined as those parents who return to TANF within 6 months. It will be mandatory for them to be referred to the Comprehensive Evaluation.

Step 4—Activities Resulting from the Foundation to Comprehensive Evaluation

Once completed, the Foundation will result in one of the following outcomes:

a) No alternative pathway or critical needs are identified.

The WorkFirst Program Specialist or WorkFirst Social Worker codes a CE component for no more than 10 business days. An initial Individual Responsibility Plan is developed in partnership with the parent that leads them to the Comprehensive Evaluation. The Individual Responsibility Plan will specify the dates for each step in the remainder of the Comprehensive Evaluation process (see attached parent flow chart and proposed service schedule). Each initial Individual Responsibility Plan will also indicate a specific return appointment (date and time) for the parent to meet with the WorkFirst Program Specialist or WorkFirst Social Worker to review the Employment Plan and create the resulting IRP.

If this parent is in the Pregnancy to Employment Pathway and does not meet the criteria for deferral from the Comprehensive Evaluation, a concurrent referral will be made to a Social Worker to complete the Pregnancy to Employment Assessment as well as the Comprehensive Evaluation. A PI component **and** a CE component (as well as any other appropriate components) will be opened for the parent in eJAS. This activity will also be addressed in the Individual Responsibility Plan

b) Critical and immediate parent obstacles that will prevent successful completion of the Comprehensive Evaluation are identified (as outlined in the WorkFirst Comprehensive Evaluation Program Criteria and Parent Involvement in Decision Making document dated 3/16/2006—Attachment C).

The Parent is referred to a Social Worker for a Comprehensive Assessment. An RO component is entered for 10 days. The Assessment will be completed within 10 business days. Once the assessment is completed:

- * When documentation indicates the parent needs to be deferred from completion of a Comprehensive Evaluation (see attached criteria) , the Social Worker will work in partnership with the parent to develop an appropriate activity plan. Appropriate components will be entered and a supporting Individual Responsibility Plan will be created.

- * When the parent is determined able to complete the Comprehensive evaluation, the WorkFirst Social Worker will follow the steps outlined in 4A.
- * When documentation supports a parent exemption, the appropriate code (ZA, ZB, ZC, ZD) is entered. No Individual Responsibility Plan is required. NOTE: Exempt Parents will be offered the opportunity to participate in the Comprehensive Evaluation and may volunteer to participate in the Comprehensive Evaluation process and subsequent engagement even if an exemption is granted. In this case, the appropriate Z code will be entered as well as the CE component and an Individual Responsibility Plan will be developed. However, should the parent fail to participate, sanction will not be imposed.

c) Parent Does Not Have Child Care Provider Arranged or Available

If a childcare provider has not been arranged by the Parent, the WorkFirst Program Specialist or WorkFirst Social Worker will review how much time is necessary to locate a provider. The WorkFirst Program Specialist or WorkFirst Social Worker will allow up to 7 days to arrange childcare. An Individual Responsibility Plan will be developed with the parent to indicate this as the first WorkFirst activity and an XC component will be entered. The Individual Responsibility Plan will indicate a follow up appointment date and time for the parent to meet again with the WorkFirst Program Specialist or WorkFirst Social Worker to ensure the childcare is addressed and refer the parent to the Comprehensive Evaluation. Once this issue has been successfully resolved, the parent will move to Step 4a.

d) Parent is identified as appropriate for the LEP Pathway.

These parents will be referred for an equivalent Comprehensive Evaluation with the LEP Pathway contracted providers. In this county those providers are Tacoma Community House, TRAC Associates and My Service Mind. Customers will be referred to the contracted provider following current referral processes. This parent will not continue further in the Comprehensive Evaluation process described in this plan.

e) Parent is identified as a minor teen parent.

The WorkFirst Social Worker will work in partnership with the parent to develop an Individual Responsibility Plan that supports the requirements outlined in the Teen Living Assessment. This parent will not continue further in the Comprehensive Evaluation process.

Partnership Sections of the Comprehensive Evaluation

Within 10 working days the Partnership will complete the remainder of the Comprehensive Evaluation, Interpretation of Results and Employment Plan. These activities will occur at the following locations:

- * **Pierce South Parents—WorkSource Pierce Career Development Center**
- * **Puyallup Valley Parents—Puyallup Valley Community Service Office**
- * **Lakewood and Pierce North Parents—Pierce North Community Service Office**

Note: The Puyallup Valley and Pierce North Service Delivery sites are temporary locations pending integration of WorkFirst and WorkSource Job Search Services. It is anticipated this will occur within the next 12-16 months. At the time integration occurs, this plan will need to be reviewed and revised to accommodate the service delivery shift.

Parents will be scheduled to complete the College evaluations followed by the ESD evaluations. The parent may be scheduled (based on space availability and parent needs) to conduct both sections of the college evaluations (CASAS and One-on-One Interview) on the same day or on separate days. The parent may be scheduled (based on space availability and parent needs) to conduct both sections of the ESD evaluation (WSA/LMI Module and Employment Plan Development Appointment) on the same day or separate days. All parents will be scheduled to complete this portion of the process AND the return IRP development appointment with the WorkFirst Program Specialist within 10 business days.

This process will include the following activities:

Step 5--College Educational Evaluation (1 Day—see Attachment B1--College Schedule of Services)

- College Partners will administer a CASAS Appraisal for basic education.
- College Partners will conduct a brief educational evaluation of education achieved and educational interests. This activity also includes the following two items.
- College Partner will go over interpretation/results and potential options with the parent.
- College Partner will complete documentation in eJAS.

Step 6--Employment Security Department Employment Evaluation (1 Day—see Attachment B2—ESD Schedule of Services)

- Employment Security Department Partners will administer the WorkForce Explorer Work Skills Assessment and review and provide Labor Market information linking the evaluation results with options for parents.
- Employment Security Department Partners will share the results with the parent and employment options will be reviewed with them.

Immediately following completion of the evaluations, the Employment Security Department Partner will review the results of the Foundation, Educational Evaluation and resulting Options, the WorkSkills Assessment and Labor Market information to complete the Employment Plan, and indicate engagement recommendations in accordance with the Program Criteria (see Attachment C). This information will be documented in eJAS so that it will be available for the Parents return appointment with Department of Social and Health Services WorkFirst Program Specialist or Social Worker for Individual Responsibility Plan completion.

Step 7--Individual Responsibility Plan Completion following Comprehensive Evaluation

On a case by case basis partners may participate in the return IRP appointment along with the Parent and the Department of Social and Health Services Partner. If a Partner chooses to participate in the IRP development meeting, they will notify the WorkFirst Program Specialist or WorkFirst Social Worker as well as the other Partners via eMessage.

If partners identify multiple recommendations for the parent, the parent will be guided by the partners to choose from the options available and in accordance with the Comprehensive Evaluation results and the Program Criteria (see Attachment C).

The Department of Social and Health Services WorkFirst Program Specialist or Social Worker will meet with the parent at the appointment date and time specified in the initial Individual Responsibility Plan. The parent and the WorkFirst Program Specialist or Social Worker will review the Employment Plan and all available information to draft a new Individual Responsibility Plan. The WorkFirst Program Specialist or WorkFirst Social Worker will enter the appropriate activity components and make referrals for engagement as determined through the Comprehensive Evaluation process.

If the WorkFirst Program Specialist or WorkFirst Social Worker and the parent decide on an activity plan not indicated in the Employment Plan, the WorkFirst Program Specialist or WorkFirst Social Worker will document the reason for engagement in an alternate activity.

The Individual Responsibility Plan will be developed in partnership with the parent to:

- Keep the parent moving toward sustainable family independence
- Document the action steps the parent agreed to do
- Describe Partner responsibilities that will support parent success
- Describe support services that may be available to support success
- Describe consequences for not meeting requirements as agreed

Individual Responsibility Plans will be developed to describe the best mix of activities based on the findings of the Comprehensive Evaluation process and the Program Guidelines and Criteria (see Attachment C). The expectation is that all parents who are able will be participating full time. In order to support this expectation, all Partners will collaborate to provide flexible service delivery options that will support bundling of services to allow parents to be engaged at their maximum potential.

Step 8—Referral to Engagement

The appropriate referral component will be entered at this time (RI, RA, RZ, RJ etc.). For time frames and referral procedures, see the referral guidelines in the WorkFirst Handbook.

Community Jobs referrals may be made for clients who will benefit from supported work experience in addition to other appropriate activities. Based on the Comprehensive Evaluation results, CJ will be an option for parents that have participated in other activities or where other activities may not be deemed appropriate.

When parents are referred for Deferral, Exemption or Intensive Services, the parent should also have these services bundled with other services (such as employment, job search, CJ, Education, etc.) where appropriate.

Life Skills Classes

The college partners currently provide 1 day per week of life skills classes. It is anticipated that these classes would continue to be provided as part of the Job Search process. Employment Security Department will schedule parents to attend Life Skills classes while in the Job Search activity.

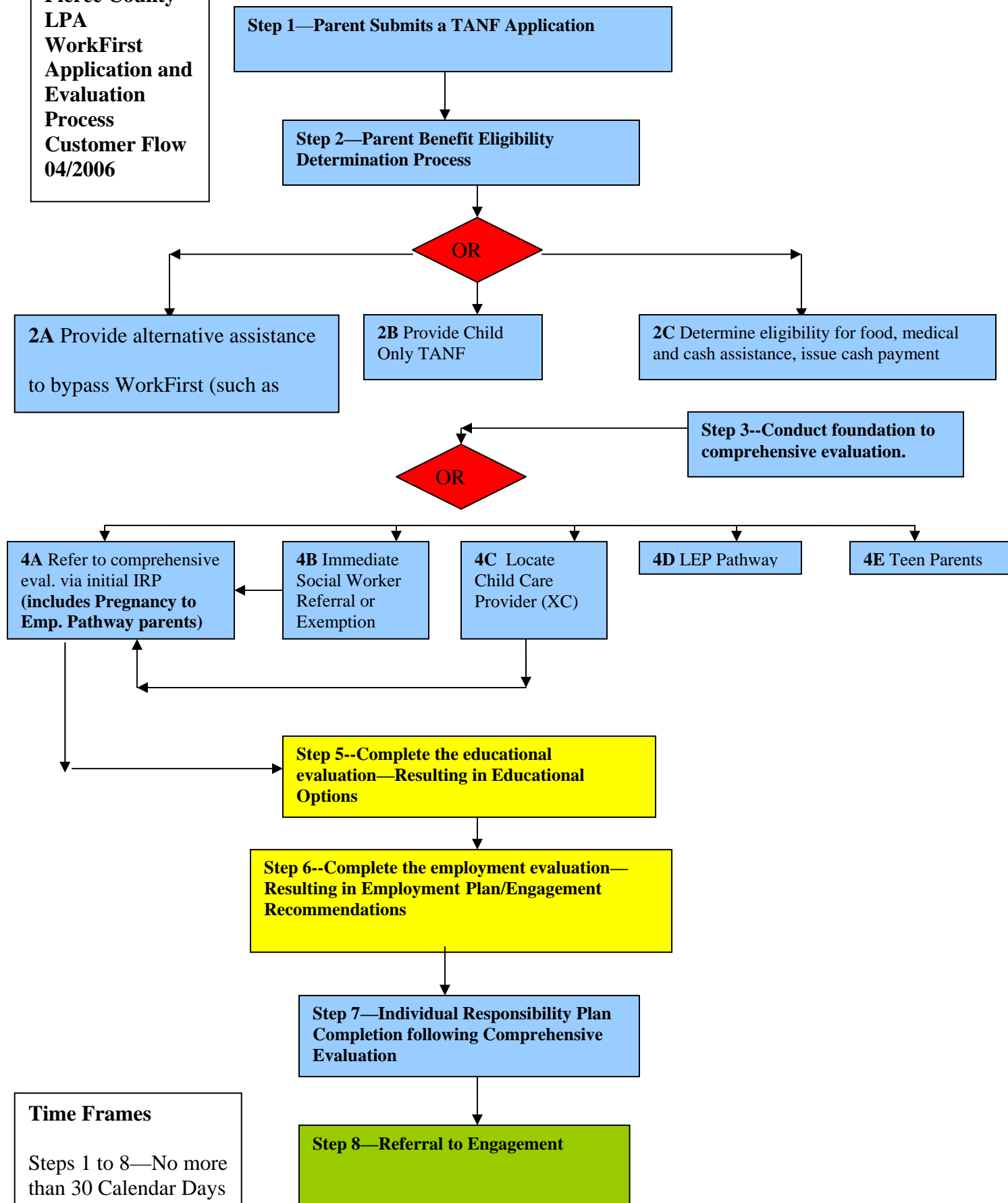
Life Skills will be re-evaluated after 6/1/2006 and Dependable Strengths will be incorporated.

Partner Communication and Coordination of Parent and Process Challenges Identified During the Comprehensive Evaluation Process

- a) **Parent does not attend 1st step of Comprehensive Evaluation (College Evaluation); Parent attends any part of the evaluation process but leaves at break or does not return**
- The Roster Spreadsheet will be provided to the partners daily.
 - College and ESD Partners will take attendance based on the roster at the beginning of the session. The parents who do not attend will be noted and this list will be provided to the Department of Social and Health Services Community Service Office point person.
 - The Department of Social and Health Services Community Service Office Point Person (or WorkFirst Program Specialist or Social Worker if available) will attempt same day phone contact with the customer and will remove them from subsequent activity schedules.
 - If phone contact is not made, the good cause process will be started and a pre-sanction letter and appointment will be sent immediately.
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- b) **Parent is determined unable to complete the evaluation or brings a child.**
- Partner indicates the Parent is not able to complete in the Comprehensive Evaluation tool and fully document the reason the customer is unable to complete in the eJAS notes.
 - If on-site at the Community Service Office, the partner will immediately notify the Community Service Office point person for immediate case staffing.
 - If the point person is not available or if there is some reason the case staffing cannot take place immediately, the partner will obtain a phone or message number from the parent (to be documented in eJAS Customer Contact note category), and eMessage the Community Service Office Point Person to notify them of the problem. The point person or the WorkFirst Program Specialist or Social Worker will attempt phone contact the same business day to arrange a case staffing appointment. If the parent is not reached by phone, a case staffing appointment letter will be sent out that day.
 - The partner will give the parent a success card with the point persons contact information. The parent will be instructed to contact the point person within 1 business day.
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- d) **Parent shows for one piece of the comprehensive evaluation but not the other (example completes college portion, does not show or complete ESD portion)**
- Same as item A above
- e) **Parent calls to Reschedule**
- If the parent calls a partner, the information about the need for reschedule and a return phone number will be taken and forwarded to the WorkFirst Program Specialist. The WorkFirst Program Specialist or Social Worker will contact the individual to schedule new appointments and update the Individual Responsibility Plan.

**Pierce County
LPA
WorkFirst
Application and
Evaluation
Process
Customer Flow
04/2006**



Time Frames

Steps 1 to 8—No more than 30 Calendar Days

Steps 4A to 7--No more than 10 Business Days

LAP College Partners
Comprehensive Evaluation Plan
April 24, 2006

	Tuesday	Wednesday	Thursday	Friday	Weekly Totals
Site	One-on-One interviews	CASAS / One-on-One	One-on-One Interviews	CASAS / One-on-One	CASAS / One-on-One
CDC	12	22 / 12	12	23 / 14	45 50
Pierce North CSO	20	35 / 20	20	35 / 20	70 79
Puyallup CSO	10	17 / 10	10	18 / 10	35 39
Total Customers Served daily	42	74 / 42	42	76 / 44	150 168

The colleges will serve 150 parents per week for CASAS and one-on-one interviews, with an additional 18 available slots for rescheduling purposes. This should provide adequate service capacity based on the data estimates used. However, the LPA leadership team will meet weekly the first month. Capacity will be reviewed weekly and the College Partners will adjust service slots as necessary to meet actual capacity needs.

Locations:

Bates Technical College: service provider for **CDC**

Tacoma Community College: service provider for **Pierce North**

Pierce College & Clover Park Technical College: service providers for **Puyallup**

**EMPLOYMENT SECURITY (ESD)
COMPREHENSIVE EVALUATION SCHEDULE
FOR FULL TIME TANF APPLICANTS**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Work Skills Assessment & Labor Market Information Module (PC Lab) 8:30 ---- 12:00	Work Skills Assessment & Labor Market Information Module (PC Lab) 8:30 ---- 12:00	Work Skills Assessment & Labor Market Information Module (PC Lab) 8:30 ---- 12:00	Work Skills Assessment & Labor Market Information Module (PC Lab) 8:30 ---- 12:00	Work Skills Assessment & Labor Market Information Module (PC Lab) 8:30 ---- 12:00
Lunch	Lunch	Lunch	Lunch	Lunch
Individual Sessions with Employment Counselors & Employment Plan Development <hr/> 30 - 45 Minute Sessions (1-3 Staff) <hr/> Check in with Staff in ESD Resource Room <hr/> 1:00 -- -- 5:00	Individual Sessions with Employment Counselors & Employment Plan Development <hr/> 30 - 45 Minute Sessions (1-3 Staff) <hr/> Check in with Staff in ESD Resource Room <hr/> 1:00 -- -- 5:00	Individual Sessions with Employment Counselors & Employment Plan Development <hr/> 30 - 45 Minute Sessions (1-3 Staff) <hr/> Check in with Staff in ESD Resource Room <hr/> 1:00 -- -- 5:00	Individual Sessions with Employment Counselors & Employment Plan Development <hr/> 30 - 45 Minute Sessions (1-3 Staff) <hr/> Check in with Staff in ESD Resource Room <hr/> 1:00 -- -- 5:00	Individual Sessions with Employment Counselors & Employment Plan Development <hr/> 30 - 45 Minute Sessions (1-3 Staff) <hr/> Check in with Staff in ESD Resource Room <hr/> 1:00 -- -- 5:00

Note: All activities falling on a recognized and scheduled Holiday will be cancelled. Activities will be conducted on Columbus Day but not on the Friday following Thanksgiving.

ESD CE Service Slots per Site

Pierce County Career Development Center

Customers Served

		Monday	Tuesday	Wednesday	Thursday	Friday		Weekly Total		Monthly Total
AM	WSA/LMI	12	12	12	12	12		60		240
PM	Emp Plan 1 x 1	12	12	12	12	14		62		248

Pierce North CSO Site

		Monday	Tuesday	Wednesday	Thursday	Friday		Weekly Total		Monthly Total
AM	WSA/LMI	20	20	20	20	20		100		400
PM	Emp Plan 1 x 1	20	20	20	20	20		100		400

Puyallup Valley CSO Site

		Monday	Tuesday	Wednesday	Thursday	Friday		Weekly Total		Monthly Total
AM	WSA/LMI	10	10	10	10	10		50		200
PM	Emp Plan 1 x 1	10	10	10	10	10		50		200

Employment Security WorkFirst Comprehensive Evaluation Procedures For Part Time Participants

The below procedures are in addition to and supplement procedures previously provided pertaining to applicants for DSHS Temporary Assistance to Needy Families (TANF) who must participate Full Time in countable WorkFirst activities.

1. Provisions must be available at each participating Comprehensive Evaluation (CE) site to ensure participation in the ESD Portion of the CE Process by TANF Applicants who are working Part-Time and who, therefore, are able to participate in various WorkFirst activities on a Part-Time basis.
2. DSHS Caseworkers will notify their participating ESD WorkFirst unit Resource Room staff member to schedule a Part Time applicant for administration of the WSA & LMI portions of the Comprehensive Evaluation. The ESD staff member will schedule the individual for the first available time block that meets the applicants stated availability. This information will then be incorporated into the CE Individual Responsibility Plan (IRP) for these applicants by the DSHS Caseworker.
 - Should circumstances prevent the completion of the ESD portion of the CE process for a Part Time applicant, as scheduled, the following procedures will be followed to ensure the completion of all ESD CE requirements.
 - The number of hours that an applicant is available to participate in WorkFirst countable activities is not a factor for consideration. An individual will be processed for participation in all required portions of the ESD CE process so long as governing directives require any level of participation in WorkFirst activities.
 - ESD Employment Counselors will discuss applicable availability issues with each Part Time applicant and decide on a schedule for administration of the WSA & LMI Module and for conduct of the Individual Counseling Session and Employment Plan completion.
 - All requirements of the ESD Evaluation will be scheduled to be completed within the designated 10 day period of the applicants initial CE IRP. If necessary ESD scheduling will be based on conducting one-on-one individualized completion of the entire ESD process rather than in a group setting as provided for Full Time applicants.
 - ESD Counselors will make every effort to schedule the ESD CE process to meet program requirements, however, the WSA and LMI portions will be conducted concurrently as one process. The Individualized Employment Counseling Session with completion of the Employment Plan may be

conducted in a separate or second session on the same or different day, as necessary.

- 3. If unable to complete the entire ESD portion within the required time period, due to the applicant's stated non-availability or other situation requiring rescheduling of any portion of the process, ESD Counselors will direct the applicant to contact their DSHS CSO Contact Person for either revision of the IRP or for reevaluation of their circumstances.**

WorkFirst Comprehensive Evaluation Program Criteria & Parent Involvement In Decision Making

4/5/06

This information will be incorporated into CE training curriculum and the WorkFirst Handbook. It is meant to provide policy on the use of program criteria and parental involvement in decision-making. It also provides the context for the use of criteria and parental input in decision-making.

Governor Gregoire's WorkFirst Reform Directive calls for state agencies to ***improve the consistency of policy application across the state.***

In order to increase the consistent application of CE policy statewide, the WorkFirst Partners have developed CE Program Standards. To assure consistency and fairness in decision making with parents, the CE Standards require that decisions about participation activities will be made objectively based on program criteria.

At the same time, an essential ingredient of the Comprehensive Evaluation is active participation of parents in the CE process. CE is designed both as an engagement tool and the vehicle to move parents quickly to the most appropriate WorkFirst activity. Parent involvement in the decision-making process is key to a parent's success.

The goal is to increase objectivity in decision-making while increasing parent's involvement in the decision process.

The following CE objectives reflect these concepts:

- Better information about parents' skills and abilities and quicker placement in an employment pathway
- Increased parent involvement in developing their plan for participation, resulting in more parent buy-in and better results
- More consistency in how the program operates across the state through stronger program standards
- More objective decision making based on clearer program criteria
- Placement of parents in the most appropriate activities to move them quickly toward employment and self-sufficiency

Parent Involvement in Decision Making

The term, "client choice" has left the impression with some staff that it is up to the parent to determine what WorkFirst pathway they will participate in. This is a misunderstanding that needs to be addressed in our communication strategy, policy and training. The term "parent involvement in decision making" and similar terms should be used instead of "client choice".

The term "parent involvement" expresses the concept that we want and value the parent's input and we will take their desires and wishes into account when developing a plan with them. Parent input is essential to an effective Comprehensive Evaluation. It is an important factor when deciding what WorkFirst activities a parent will participate in. It is one of the most important engagement strategies we can employ.

However, a parent's wishes alone do not substitute for the comprehensive evaluation and program pathway criteria. Parent input should not be the sole basis for deciding what activity a parent will participate in. A parent's wishes need to be factored into the larger picture, which includes: family and health issues, education, skills & abilities, labor market, availability of training resources etc. Decisions on what pathway a parent participates in must first be made on the basis of program criteria and policy. At that point the parent's wishes should be a major factor in deciding on the pathway choice.

Examples that describe parent involvement include:

- Increased parent involvement in developing their plan for participation, resulting in more parent buy-in and better results
- Parent input in determining what WorkFirst activities they will participate in
- Actively engaging parents in the CE process
- Asking parents what they want to do and working with them to attempt incorporate their wishes into their employment plan
- Trying, if at all possible, to align a parent's wishes with program pathway criteria

The following CE Standards reference parental involvement in decision making:

Standard # 13 states in part:

Parent engagement and active participation in all of the elements, including the interpretation of results, is essential.

Standard # 14 states:

IRPs will be developed with the parents and based on the results and recommendations from the comprehensive evaluation (Employment Plan) and consideration of any special records information. ***Decisions will be made objectively and consistently, based on program policy criteria.***

Program Pathway Criteria

To increase consistency and fairness in decision making with parents, the CE Standards require that all partners use program criteria when developing options, making recommendations and deciding on pathway activities. Partners will document in the CE eJAS screens that pathway criteria were met.

The WorkFirst partners have developed the following program pathway criteria, as part of the CE Standards:

- Criteria for immediate referral of a parent with emergent issues to a social worker
- Criteria for social workers to determine If a parent with emergent issues needs to be deferred from completing the CE
- Criteria for referral to job search
- Criteria for education & training pathway
- Criteria for Community Jobs pathway
- Criteria for placement in a full time X component
- Criteria for completion of an employment plan and recommendations
- Criteria for making decision on pathway activity and IRP

The following CE Standards point out the need for increased objectivity and the use of program criteria in decision-making:

Standard # 2 states:

The elements of the Comprehensive Evaluation will be offered consistently statewide, as described in these standards. Parents will be directed to the evaluation consistently statewide. ***Decisions about parents' employment pathway activities will be made objectively, based on their evaluation results and the criteria for approval.***

Standard # 10 States:

Final decisions about employment pathway activities and other activities will be made after all of the evaluation results are available and the complete picture can be seen. ***Decisions will be made objectively and consistently, based on the program policy criteria.***

Below are the specific program criteria:

Criteria for Immediate Referral of a Parent with Emergent Issues to a Social Worker

All TANF applicants, except LEP pathway, minor parents, child only and exempt (who may volunteer), will be directed to complete the CE. A small number of parents who are unable to immediately complete the CE because of an urgent issue will be directed by the WFPS to a social worker for assessment. The WFPS will document the reason for immediate referral to a social worker using the criteria below.

Definition of a TANF Parent Needing Immediate Referral to a Social Worker: Any parent who discloses or displays severe obstacles that will delay immediate successful participation in the CE process including but not limited to:

- Severe Domestic Violence Issues
- Severe Medical Issues
- Requires immediate entry into in-patient chemical dependency treatment
- Presenting severe mental disorder

Criteria for Social Workers to Determine if a Parent with Emergent Issues Needs to be Deferred from Completing the CE

The social worker will address the immediate need as well as determine whether the parent can complete the remainder of the CE at that time. If the social worker determines that a parent has severe obstacles that will delay immediate successful participation in the CE process, the social worker will temporarily defer the parent from completing the CE and document the reason for the deferral. Reasons for deferral from CE include, but are not limited to:

- Severe Domestic Violence Issues
- Severe Medical Issues
- Requires immediate entry into in-patient chemical dependency treatment
- Presenting severe mental disorder

The parent will be directed to complete the remainder of the CE as soon as he or she is able.

Criteria for referral to Job Search

- Parent must be able to participate at least 20 hours a week
- Parent must be within four weeks of being able to take a job. (For example, parents who are waiting for school to begin in one, two or three months are not appropriate for job search.)
- Exception: For parents who are working full time and want assistance finding a better job, they are appropriate for job search as long as they can come into the office at least once a week to receive assistance. Otherwise, they can be referred to the WorkSource Center as a self-directed job seeker.

Criteria for Education & Training Pathway

ABE/ESL

The *CASAS appraisal* consists of a general assessment of client's literacy level in Adult Basic Skills and/or English as a Second Language. The appraisal is technically designed to determine the appropriate pre-test to administer to ABE/ESL students (this will typically happen after a student enters an educational pathway). For the purposes of WorkFirst general educational

assessment information, along with the interview, the appraisal provides information categorized in the following way:

ABE/ESL CASAS Appraisal Score	Grade Equivalency	Options Include
Less than 220	Less than 6th	Basic skills, family literacy, I-BEST
221-235	6th – 8th	Basic skills, family literacy, I-BEST and CJST
236-245	9th – 10th	ABE for GED completion, family literacy, CJST, and I-BEST
Above 246	11th – 12th	GED completion, family literacy, I-BEST, Vocational Education, HWHD, and additional educational testing as indicated

Vocational Education (VE)

Eligible parents will have a combined time in prior WorkFirst vocational education activities less than 12 months. Parents in this category will have the option for I-BEST, HWHD, or other vocational training up to one year. Additional testing may be necessary to support a VE option in order to match the right parent with the right educational opportunity. ***The following criteria will be used to help identify an appropriate vocational education option.***

- Training and education history indicates parent will successfully complete VE component.
- Parent does not already have sufficient skills and/or training to obtain a living wage job or to lead to a career ladder opportunity.
- Work history suggests no improvement in earnings without training.
- Training would result in a better job or career path within one year.
- Labor market indicates higher wages and demand for the occupation.
- Local training opportunities availability.
- Parent has the skill level to complete program requirements.
- Parent has ability and motivation to enter and complete training.
- Parent has a plan for child care, transportation and other necessary supports to complete training (including back up plans).

Referrals outside of the above criteria need to be documented as part of the Comprehensive Evaluation.

No Educational Pathway

- Parent does not meet criteria for ABE/ESL and/or vocational education
- Parent indicates that he or/ she has no interest in an education pathway at this time

Criteria for Community Jobs (CJ) Pathway

After the parent has completed the Comprehensive Evaluation CJ may emerge as a good choice for parents who:

- Are currently working on issue resolution and are ready to combine issue resolution with work in a supportive setting.
- Are not a viable candidate for placement through Job Search.
- Are receiving intensive services.
- Are interested in curing sanction, if that is the best way to engage the parent in WorkFirst.
- Are ready and able to be employed full-time (32-40 hours per week) within six months of the CJ enrollment.
- Have child care and transportation plans.
- Have known significant mental health and/or substance abuse/chemical dependency issues managed.
- Have not been previously enrolled in the CJ program (exceptions may be requested through CTED).
- Do not currently hold an unsubsidized job.

Criteria for Completion of an Employment Plan and Recommendation

- The ESD worker will conduct the Work Skills Assessment portion of the comprehensive evaluation to identify current skills and abilities. In addition, ESD will conduct a work values and interests evaluation with each parent.
- The worker will have a one-on-one session with the parent, and discuss how his or her current educational level and work skills equip him or her for the local labor market in terms of potential earnings and career ladders
- The items that will be taken into consideration when building the Employment Plan and recommendations for the employment pathways are:
 - Earning potential and employment options based on his or her current skills and education level
 - What employers in the local labor market hire people with similar skills and which jobs represent the highest paying entry-level jobs available
 - The results from each portion of the comprehensive evaluation, including the foundation, educational, social service assessment, and Work Skills Assessment
 - How training or additional skill building through employment or structured work activities could enhance the parent's current skill level and earning potential or options for employment
 - If appropriate, limitations on employment and/or training due to prior circumstances, such as felony convictions, and whether there are options for mitigating the circumstances

- The activity options the parent is considering and discussion of how the activities could affect his or her employability in the local labor market (i.e. vocational training, high wage/high demand training, basic education, etc.)
- The criteria for each of the activities and whether the parent and/or the activity meets the criteria for approval

Criteria for Placement in a Full Time X Component

Finding creative ways for the parent to participate without a temporary deferment is usually the best option. Through bundling of services, it is often possible to accommodate a family's special needs while at the same time supporting the parent's employment efforts.

Full time deferment from one of the employment pathways are exceptional cases and occur when the time required to manage an issue makes it difficult for the individual to engage at least part time in an employment pathway. Full deferment from an employment pathway should only occur if the CE reveals issues that preclude participation in any of the employment pathways. Below are examples of reasons for placement in a full time X component.

- Severe Domestic Violence Issues
- Severe Medical Issues
- Requires immediate entry into in-patient chemical dependency treatment
- Presenting severe mental disorder

Supporting documentation explaining why a full time X component is necessary is required for cases where parents are deferred from an employment pathway.

Criteria for Making Decisions on Pathway Activity and IRP

The final decision about employment pathway activities will only be made after all of the Comprehensive Evaluation results are available. Individual Responsibility Plans (IRPs) will be developed with the parent and be based on the CE results and recommendations from the Employment Plan.

In rare cases, after consideration of special records and/or results from the Social Worker assessment the WFPS may need to develop an IRP that partially or entirely differs from the Employment Plan recommendations. In these cases, the WPS must document a brief justification in eJAS to support an IRP that differs from the recommended employment pathway.

Most often parents who are deferred part-time from an employment pathway can participate in some level of part-time employment related activities while also addressing other issues that interfere with full-time engagement in an employment pathway. “Bundling” (or combining) activities to find the best mix of activities for each parent is strongly encouraged.